Envisioning the Future

Ross School District

Strategic Plan 2015 – 2020



After three years of implementing the 2010-2015 Strategic Plan, the Ross School District (RSD) has successfully implemented several innovative programs and supports for our students. The core values expressed by parents, community, teachers and staff in the 2010 – 2015 plan RI³SE (Respect, Integrity, Innovation, Individuality, Support, Excellence) have driven the work of RSD (Appendix F). With four strategic initiatives, RSD has accomplished a great deal to be proud of that past three years.

Strategic Initiative #1: Teaching and Learning

- · Full implementation of new rigorous California Standards in ELA and Math
- Initial implementation of Next Generation Science Standards (NGSS)
- Implemented STEM enrichment program (K-5)
- Developed a comprehensive system of common assessments and benchmarks to use data to drive instructional decision making
- Fully integrated technology plan with a fully aligned curriculum aligned to international technology standards through Planet Bravo: these include computer programming, robotics, multimedia presentation creation, word processing, 3D animation, app creation, game modding, and more. Hardware purchases are the result of instructional design not the catalyst for it. RSD is device agnostic.
- Software and web-based apps are aligned with student achievement outcome goals.
- Modified K-5 report card during transition to CCSS

Strategic Initiative #2: Culture

- A single communication stream has been developed, ePocket, for all essential news to be sent to parent and larger community
- A common set of behavioral expectations and school motto have been established and branded: Develop
 habits of heart, mind & action.
- Overall school & community events, committees and meetings have been reduced from over 150 per year to fewer than 100, a 33% increase in efficiency and community building opportunities.
- · Consistent application of all Board policies

Strategic Initiative #3: Finances

- Consistent ratio of prep-time to teaching time to align teaching FTEs with sections of instruction for all specialist programs.
- · Passage of a parcel tax renewal with an increase in base.
- Completion of all bond measure funded building projects including modernizing middle school, interior courtyard, and hallways for safe ingress / egress
- Three years of excellent audits with no findings
- Sound fiscal management that has a 32% reserve with goal of 40% reserve for economic uncertainty
- · Consistent financial support from Ross School Foundation, PTA and Ross School Endowment

Strategic Initiative #4: Personnel

- Two successful contract negotiations with RSDTA:
 - Personalized PD for teachers in technology integration Planet Bravo
 - Ongoing and consistent support in ELA CCSS implementation with Reach Associates & Sierra Consulting
 - In contract with Eureka Math for full ongoing professional development and implementation of Eureka Math K-8 including Algebra and Geometry
 - o Pilot program of co-teaching model with apprentice teacher program with RSDTA
 - o Salary increases of 2% (2013), 2% (2014), 3% (2015) and 2% (2016)
 - Increased number of professional development days on calendar and embedded into early release
 Wednesdays
 - Complete revision of teacher evaluation system with six drop in observations and student survey for real time and timely feedback. All feedback used to enhance professional development plan

These are just a few of the many successful endeavors that the administration, staff and community have accomplished, together. We have much to celebrate and be proud of the hard work and dedication that it took to reach these milestones. Our work is never done, and we operate under the belief that we can always get better and refine what we do. As the RSD embarks on the next five years, one shift is proposed. It is a word change, but an important one as we move into the next phase of innovation.

Who are our children when they enter the Ross School District - students or learners? One common definition of student is "a person who takes an interest in a particular subject." The definition of a learner is "a person who is trying to gain knowledge or skill in something by studying, practicing, or being taught." It is with this in mind that we have shifted the focus from students to *learners*. The motto of developing habits of heart, mind and action reflects who we are as learners, staff, parents and partners in our community.

In the fall of 2014, the Ross School District began the process of developing a new strategic plan employing a design thinking approach. Over the past several months, parents, teachers, support staff, administrators and trustees have convened to discuss the important outcomes learners should develop through a relational, cognitive and action-oriented approach. Such conversations were oriented towards addressing the following driving questions:

How do we collectively ensure that all Ross learners substantially meet and/or exceed learning outcomes necessary for success after they graduate from the Ross School District?

As learners progress toward and reach proficiency of learning outcomes, how do we ensure that all learners experience "heart, mind and action" in daily school life?

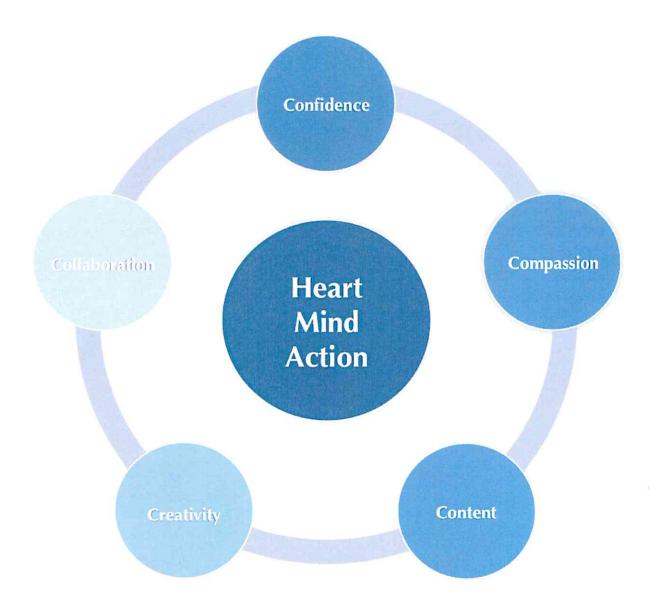
The Board of Trustees took a holistic view of education to stay true to the aspects of developing habits of heart, mind and action for those whom we serve. To set context and ground discussions, they read the following books, texts and viewed TED Talks:

- Mindset The New Psychology of Success by Carol S. Dweck, Ph.D.
- How Children Succeed Grit, Curiosity, and the Hidden Power of Character by Paul Tough
- Visible Learning A Synthesis of Over 800 Meta Analyses Relating to Achievement by John Hattie
- Visible Learning and the Science of How We Learn by John Hattie & Gregory Yates
- Creative Confidence Unleashing the Creative Potential Within Us All by Tom Kelley & David Kelley
- The Way of Mindful Education Cultivating Well-Being in Teachers and Students by Daniel Rechschaffen
- "Framework for 21st Century Learning" Partnership for 21st Century Skills
- TED Talks Dr. Angela Duckworth (Grit) & Dr. Carol Dweck (Mindset)

Through a series of facilitated text based discussions and input sessions, the Board of Trustees developed a keen sense of the future of Ross School District. Developing success criteria for learners is based upon key characteristics that we believe every child should possess as they develop into thoughtful citizens. A critical driver was the notion of instilling tenacity and grit by offering multiple opportunities for learners to engage in challenging content.

The District conducted input sessions for staff, parents, community and trustees. During this process, clear outcomes converged across all groups. Data gleaned at these sessions recognized past successes and current efforts to enhance student knowledge and skills, collaboration and compassion. Creative problem solving and confidence in learning emerged as areas of continued exploration nested in current work. Collectively, these outcomes were embraced as key indicators to guide goal development, high leverage strategies, resource allocation, and multiple assessments to drive instructional practice.

A needs assessment was conducted, utilizing local benchmark data of student achievement as well as the results and reports of the Healthy Kids Survey by WestEd. Initial analysis of data reflects areas that will be addressed in the future work of the District. Student feedback, in particular, indicates a strong need for greater connectedness to the learning process and relationships with peers and teachers. Student voice is clear. Data from student (grades 3-8), staff and parent surveys support the continued direction to connect learners' hearts and minds to their actions.



Included in this final report are documents giving a historical perspective of the process:

- Strategic Plan for 2015-2020
- Appendix A April 8, 2015 Summative Results for Ross School District Strategic Plan in Draft Form
- Appendix B March 11, 2015 Critical Friends Feedback Board Workshop
- Appendix C March 11, 2015 Learner Descriptions from Parent and Staff Input Sessions
- Appendix D January 27, 2015 Strategic Planning Memo to Board of Trustees
- Appendix E January 14, 2015 Strategic Planning Pre-Reading List and attachments
- Appendix F Ross School District Strategic Plan Approved 9/11/13

I respectfully submit the 2015-2020 Strategic Plan grounded in the core values to honor past and present community members, RI³SE (Respect, Integrity, Innovation, Individuality, Support, Excellence) to develop habits of heart, mind and action for each and every learner to develop C⁵ (Content, Collaboration, Compassion, Creativity and Confidence).

The 2015 – 2020 Strategic Plan includes three strategic goals that will guide the work of the District. The theory of action embeds the learner outcomes and articulates the relational, cognitive and action-oriented approach necessary in daily and long term practice to ensure every learner is living their future.

Mission

Ross School District is committed to engaging learners in a safe, vibrant environment that supports academic rigor to ignite innovation.

Vision

Ross School develops habits of heart, mind and action in all of our learners.

Defining Learner Success

Through the implementation of this plan, the school aims to graduate learners who possess:



- Content knowledge and skills
- · Confidence in learning demonstrating resilience, grit &perseverance
- Compassion
- Collaborative Practice
- Creative Problem Solving Skills

Strategic Initiatives for 2015- 2020

- 1) Invest in Learners: Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity.
- 2) Invest in Teaching Excellence: Recruit, inspire, retain, evaluate and support faculty and staff to enable learner success.
- 3) Invest in Community Relationships: Create a culture of caring internally and externally through communication, collaboration and allocation of resources to support learners.

Accountability

- Develop and refine annual implementation plan: Annual action plans will be developed by the Superintendent and integrated into annual goals for the Superintendent and Board of Trustees.
- Monitor and track success: The Superintendent will collect and aggregate progress on annual priorities
 and report to the Board of Trustees approximately 2-3 times per year with updates. Timing of annual
 reviews, updates and development of implementation plans will be tracked on the Governance Calendar.
- Revise plan accordingly: An annual update of the plan will occur to address any trends or budgeting fluctuations that may impact the plan.

<u>Strategic Initiative 1:</u> Invest in Learners Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity

Objectives:

- Develop a common language of learning in learner centered language that defines: Content, Confidence, Compassion, Collaboration and Creativity
- Develop an explicit set of success criteria of what is expected of them to learn and how learning will be measured
- Create common "collaborative impact" rubric that reviews student progress and proficiency
- Develop learning progressions that are backward mapped from grade 8 to kindergarten (per Ed. Code –
 Curriculum Maps) based on California Common Core State Standards in English Language Arts &
 Mathematics, and the Next Generation Science Standards (NGSS)
- Align benchmark assessments, grading practices and report cards to clearly indicate performance and growth over time
- Develop problem and project based experiences in K-8 system that integrates the disciplines to reflect real
 world tasks, connect personal passion and involve collaboration with people from around the world

<u>Strategic Initiative 2:</u> Invest in Teaching Excellence Recruit, inspire, retain, evaluate and support faculty and staff to enable learner success

Objectives:

- Provide a continuum of professional development that is aligned implementation of CCSS based instruction
 - o Coaching / Feedback
 - Writing Continuum K-8
 - o Eureka Math K-8
- Finalize evaluation process in RSDTA contract
- Align teacher and staff evaluation cycle outcomes to professional development for continuous cycle of improvement

<u>Strategic Initiative 3:</u> Invest in Community Relationships Create a culture of caring internally and externally through communication, collaboration and allocation of resources to support learners

Objectives:

- Focus on developing relationships between K-8 students and with teachers and staff
- · Focus on Mental Health, Social Skills and Physical Health as larger component of a healthy school culture
- Create a coherent parent and community outreach system that includes parent education, surveys and feedback loops



ROSS SCHOOL DISTRICT

To: Ross School Board of Trustees

From: Chi Kim, Superintendent & Dr. Michael McDowell, Deputy Superintendent TUHSD

Re: Summative Results for Ross School District Strategic Plan in Draft Form

Date: April 8, 2015

In the fall of 2014, the Ross School District began the process of developing a new strategic plan employing a design thinking approach. Over the past several months, parents, teachers, support staff, administrators, and trustees have convened to discuss the important outcomes learners should develop through a relational, cognitive, and action-oriented approach. Such conversations were oriented towards addressing the following driving questions:

How do we collectively ensure that all Ross learners substantially meet and/or exceed learning outcomes necessary for success after they graduate from the Ross School District?

As learners progress toward and reach proficiency of learning outcomes, how do we ensure that all learners experience "heart, mind, and action" in daily school life?

Dr. Michael McDowell facilitated input sessions for staff, parents, and trustees. During this process, clear outcomes converged across all groups, shaping the future work of Ross School District. Data gleaned at these sessions recognized past successes and current efforts to enhance student *knowledge and skills*, collaboration, and compassion. Creative problem solving and confidence in learning emerged as areas of continued exploration nested in current work. Collectively, these outcomes were embraced as indicators in which to guide goal development, high leverage strategies, resource allocation, and systemic assessment.

The results and reports of the Healthy Kids Survey by West Ed are included as back up documentation. Initial analysis of data is reflective of areas that will be addressed in the future work of the district. Student feedback in particular indicate a strong need for greater connectedness to the learning process, relationships with peers and teachers. Student voice is clear. Data from student surveys (grades 3-8), staff surveys and parent surveys (report is pending and will be available at the end of April) support the continued direction to connect learners' hearts and minds to impact their actions.

This document provides Ross School District's *Theory of Action* that articulates the proposed actions needed in the learning environment to ensure learners are prepared [see Graduate Profile] for post-Ross experiences. The theory of action embeds the learner outcomes and articulates the relational, cognitive, and action-oriented approach necessary in daily and long term practice to ensure every learner is living their future. Finally, the document provides draft goals, strategies, and actions that the leadership team and staff have crafted to meet the outcomes set by the larger community and the Board of Trustees. Collectively, we will substantially develop habits of heart, mind, and action of each and every learner.



Theory of Action

If learners develop confidence in their learning, compassion for others, the knowledge and skills to collaborate, engage in creative processes to solve problems and develop a command of academic knowledge and skills, then they will successfully take action in post-Ross experiences with heart, mind and action.

As such all stakeholders must continually serve each learner in developing:

- 1) Confidence (in their learning)
 - 2) Compassion
 - 3) Collaboration
 - 4) Creative Problem Solving
- 5) Content Knowledge and Skills

To serve each learner, Ross School District has crafted learning and instructional goals, strategies, and actions to ensure all learners substantial progress towards and reach proficiency in each of the aforementioned learner outcomes. Additionally, RSD has aligned resources to ensure staff, students, and external stakeholders have the supports necessary to accomplish each goal.

DRAFT - Strategic Design and Implementation

Goal	By August of 2016, 90% of k-5 learners will know what learning outcomes are expected of them to learn, how they will be measured, and what success looks like.
Strategy	We will 1. Backward map the outcomes of the graduate profile and content standards in ELA, Math, Science from 9th grade all the way to kindergarten and align our curriculum with these standards so that every learner in our system has a clear understanding of learner outcomes.
	 Create common measurement tools that align to each content standard and to each learner outcome to ensure students are substantially progressing towards and meeting proficiency.
	 Align assessment and grading practices to clearly indicate student performance on all learner outcomes.
	4. Leverage existing professional development opportunities, increase community engagement on this goal, and allocate appropriate resources to ensure that outcomes are agreed upon, reliable and accurate measures have been developed and outcomes are being internalized by learners and leaders of learners.
Action	

Goal	By August of 2016, all learners will apply their learning of each outcome to real world tasks that reflect various disciplines, connect to personal passion, and involve collaboration with people from around the world.
Strategy	We will 1. Infuse Problem and Project Based Experiences in k-8 system that across disciplines, embed authentic questions, and integrate global experiences 2. Provide students the time and space to engage in personal learning
Action	

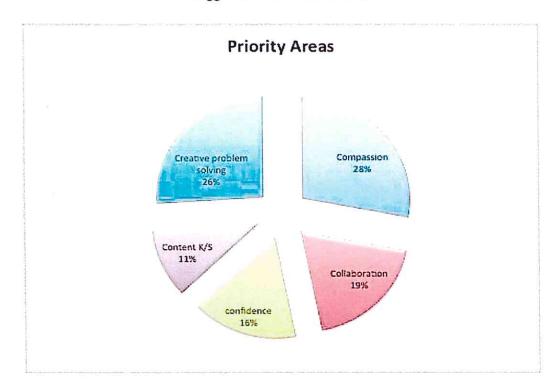
Goal	By August of 2016, all learners will develop a language of learning that includes:
Gour	by reagast of 2010, an learners will develop a language of learning that metades.
	 Orientation (where they are going in their learning, where they are currently, and next steps)
	 Developing knowledge and skills (understanding, connecting ideas, and applying ideas)
	c. Applying feedback to their work
Strategy	We will
	Create common language of learning and common means for discussing learner performance with all stakeholders
	2. Craft general feedback schema when working with students
	Creating common "collaborative impact" conversations that reviews student progress and proficiency data
	4. Create coherent judgments of student work through agreed upon measures
Action	

DRAFT - Developing Action Steps [work in progress]

Questions

- What steps will we take to implement our strategy? Who will do what by when?
- What material resources are required to implement the strategy? (curricular materials, technology, physical space, etc.)
- Is new training needed to ensure that the people asked to implement pieces of the strategy have the skills they need to do their best work? Are any current programs or practices addressing this need? Are any current programs or practices not aligned to this effort that are taking away valuable time, energy, and effort?
- How much will the implementation cost? How will we pay for it? Will there be savings in other areas related to the new strategy?
- What are the implications for teachers, principals, and central office staff if nothing changes?
 This question helps uncover particular groups who might feel threatened by the changes you propose.
- How will we build support for the strategy, especially among stakeholder groups who think that they may lose out as a result of the change?

Suggested Actions from Staff



Compassion	Collaboration	Confidence (in learning)	Content Knowledge and Skills	Creative Problem Solving
Expand pen pal program sister schools in/out of Marin Underlying collaboration should be articulated Field day to collaborative games K-8 continuum of action support community and support individual growth How do we bring diversity into Ross? Transition from donation to community service	Complex instructional model Passion project guided self reflection Collaborative rubric as part of the learning process Explicit instruction how to contribute to a group Vertical planning and PD starting collaborative group Work in early grades, scaffolded so that upper grades can function independently Student led bulletin K-8 building blocks of how to structure and run collaborative groups Consider beyond student common language and process more training on techniques (Socratic Seminar) How can technology be integrated to extend collaborative circles? Learning language that all kids know and use	Start to examine grading report cards that reflect growth mastery Eliminated 4/5th grades Second step-guidance lessons Ist-3rd grade problem solving (math) lessons Change reporting structure (Aeries does not work) Need tools to help develop "confidence muscle" Create ways / mechanisms to deal with failure rather than just understanding how to move towards celebration of knowledge and accomplishment Instead of grades use portfolios	Scholastic magazine benefits all grades Prioritize standards so we can do less and go deep (process, application, self chosen topics, PrBL Look at classrooms to personalize instruction Video library of best practices for teaching Funding for NEAE PD for math and specialized areas Google 20% time, genius hour, measurement report card that reflects evidence of learning supporting goal setting	Articulate K-8 with one area at a time or one framework and vocab to go across disciplines Build common language/rubric for math problem solving (and in other context areas) Real life problems to work through Emphasize learning takes time stamina Building mac, SBAC Integrate problem solving practice across disciplines beyond math only Allow frustration and boredom don't resolve them or allow them to rescue each other.

Current Actions

Compassion	Bear Family, Advisory, Elementary Assemblies, Rock Awards Solution teams to address bullying or relational issues, Kim Bellach and student services, community roads in MS, Learning Center sports after school, second step, Friends of Rachel
Collaboration	making games for elem students, rubrics for providing feedback to student work, writers workshop (turn talk. pair share), History curriculum - in teams, design thinking 5th grade, book clubs and literary circles teaching groups how to talk to each other, PE, music, musicals bear families, STEM art, collaborative presentations
Confidence	sometimes confidence stems from how individuals view themselves amongst peers (2nd step class retreats with workshop) Rock awards in middle school for academic effort and citizenship
k&S	planet bravo, stem articulated curriculum in general high expectations for student success with follow through (Sup, principals, parents), state adopted texts, vertical planning Cathy feldman and math PD, 1-4th grade word problems Engage NY
Creative Problem Solving	writers workshop, word problems, PBL, lit groups, Stem, fab lab, design thinking, community circles, tribes, guidance lessons and 2nd step

General Questions/Inferences

Compassion	Students are coming to school happy, summer retreat before school starts, what can we do to integrate this outcome into academics, very little bullying, when learners understand that other learners are in a different place what do they do?, How do we teach growth metacognition, empathy, compassion, confidence, where does self reflection play a part, reviewing my understanding with them, what happens when we lack compassion, its not just about me
Collaboration	do teachers have enough training in PBL?, Are grade levels working together coordinating with one another to build on collaborative skills k-8, most students like to collaborate and contribute How do we build accountability in groups and our work in teaching collaboration?
Confidence	teacher/parent/admin conversation about less emphasis on grades and more on formative, assessment and mastery of learning and growth, Conference to develop report cards independent work- when students complete independent work and success, students need to be part of the conversations/assessment/growth and effort, how do we go about doing this? need more independent work for which students are responsible, multiple intelligences expressed in specialist classes, self assessment reflection (writing and looking at different writing samples from start of year to show growth
K&S	Our students in general read at a above grade level, high schools report our students are very well prepared, students demonstrating understanding via re-teaching presentation using technology vertical planning for social studies k-3 so not to repeat
Creative Problem Solving	articulate k-8 with one area at a time or one framework and vocab to go across disciplines, build common language/rubric for math problem solving (and in other context areas), real life problems to work through, emphasize learning takes time stamina building mac, sbac, integrate problem solving practice across disciplines beyond math only, allow frustration and boredom, don't resolve them or allow them to rescue each other.

Strategic Planning Process- Snapshot

Process

- On 1.21.15 the Ross School District certificated and classified staff went through a "design thinking" process (see Table I) to assist in the shaping of the graduate profile of Ross learners.
- On 1.26.15, 1.27.15 and 2.6.15 parent representatives went through a "design thinking" process (see Table III) to assist in the shaping of the graduate profile of Ross learners.
- On 2.11.15, 3.11.15 the Board of Trustees engaged in developing and refining the graduate profile
- On 3.16.15, staff refined the graduate profile and proposed goals, strategies, and actions to meet stated learning outcomes in the graduate profile.

The development of the strategic plan following a design thinking process:

- **EMPATHIZE:** Work to fully understand the experience of the user for whom you are designing. Do this through observation, interaction, and immersing yourself in their experiences.
- **DEFINE:** Process and synthesize the findings from your empathy work in order to form a user point of view that you will address with *your design*.
- IDEATE: Explore a wide variety of possible solutions through generating a large quantity of diverse possible solutions, allowing you to step beyond the obvious and explore a range of ideas.
- **PROTOTYPE:** Transform your ideas into a physical form so that you can experience and interact with them and, in the process, learn and develop more empathy.
- TEST: Try out high-resolution products and use observations and feedback to refine prototypes, learn more about the user, and refine your original point of view.

Graduate Profile

Assessment Matrix

Confidence

- Understands and uses a learning process in/out of the classroom to understand, connect, and apply knowledge and skills.
- Understands the expectations of learning and their own level of understanding in relation to stated expectations.
- Continually seeks and uses feedback to meet the expectations of learning.
- Uses a set of strategies to persist in challenging situations, including situations where failure is likely and/or has occurred.

Emerging	Proficient	Advanced
As a learner I	As a learner I	As a learner I
Understand that failure is important and a natural part of learning.	Know where I'm going, where I am, and my next steps when I engage in learning.	Explain myself on my own and in groups/teams work through problems
Recognize that I have a lot of existing ideas and I use them when I'm learning	Use a learning process to build, relate, and apply knowledge and skills. Share my ideas with others and listen to	Use the learning process and learning strategies when I'm stuck before relying on others.
Understand that learning takes time and requires me to be patient, confident,	others ideas as a way to build my knowledge and that of others. Connect ideas together to better understand	Recognize failure as challenge and it is a natural part of the learning process.
understand that my overall emotional and physical	how things are similar and different. Apply my ideas to important problems	Reflect on my own thinking and reflect on strategies that enhance my learning.
well-being influences my ability to learn and feel good about others and	Receive and provide feedback as a means to take a next step in learning.	
myself.	Refine and revise my work.	
Recognize that sometimes our ideas are incorrect, partially right, and or correct.	Understand that when I fail I need to think about and use strategies that help me move forward in my learning.	

Compassion/Empathy

- Seeks understanding of others through listening, questioning and paraphrasing.
- Recognizes and values diversity of opinions, cultures, and ethos through various forms of expression.
- Recognizes the impact ideas and actions have on people, groups, and the local and global community.

Emerging	Proficient	Advanced
As a learner I	As a learner	As a learner
Understand others by listening, asking questions, and reviewing my understanding with them. Recognize that my thoughts and actions impact others.	Recognize that people are at different places in their learning. Appreciate the ideas that others bring to my life. I can put myself in someone else's shoes and understand how they fell; I understand that it's not just about me I care about others, my world and myself. I will stand up if I see wrongs My life is beyond myself; I am not an island in a vacuum; what happens to others eventually impacts me I understand my impact in the community	and differences of friends, teachers, and others in my understanding of the world.

Collaboration

- Recognize the role of self in enhancing or hindering progress in social situations (e.g. problem solving, offering and receiving feedback, and engaging in conversation.)
- Recognizes the importance of building and strengthening relationships in social situations as well as addressing challenging tasks.
- Utilize skills to strengthen relationships, build teams, and support communities.

Emerging	Proficient	Advanced
As a learner I	As a learner I	As a learner I
Understand that my group is only getting better when we care for one another (heart)	Use strategies that support group members in sharing, relating, and applying ideas to important problems (action)	Contribute to the group through independent work, providing my perspective, asking
Understand that sharing, relating, and applying ideas is important for teams to be successful (mind)		questions, and supporting decision-making.
Understand that my group is only finding importance in being together when we can answer where we are going?, where we are? And what's next? (Mind)		

Creative Problem Solving

- Uses problem solving or decision-making processes when solving existing and new situations.
- Expresses ideas that integrate various subject areas, contexts, personal expression, and juxtaposes theory and human emotion.
- Understands "the box" and can provide several solutions that convey and counter "the box" solutions.
- Actively seeks and multiple tools and resources to solve problems.

Emerging	Proficient	Advanced
As a learner I	As a learner I	As a learner I
Realize that problem solving takes time, persistence, and effort. Understand that problem solving as a process	Integrate my own ideas and build on others to generate solutions Check my solutions to make sure they are reasonable Apply different approaches to solving	Have lots of knowledge and ideas to tackle any question or problems and making my own way to a solution Observe problem solving as a challenge and enjoy that
process	problems.	process.
Understand current ways to solve problems and try to find new ways to solve problems	Know how to find and use resources to solve problems (e.g. teachers, peers, technology) Understand what impacts the problem Know how to find and use tools to address	Understand that I need different skills to solve different problems and I can step back and look at the whole problem before breaking it down into its parts
	the problem Solve problems using a variety of approaches and I will be open to accepting a variety of possible solutions Observe problems in multiple ways to solve.	

Content Knowledge and Skills

- Develops level of basic and advanced knowledge and skills in core academic areas.
- Relates ideas in various academic areas to construct meaning of key academic principles.
- Applies understanding in numerous and diverse ways that are illustrative of and unique to social, educational, and economic expectations of the 21st Century.

Emerging	Proficient	Advanced
As a learner I	As a learner I	As a learner I
Understand that I need to look, see, and feel new ideas several times for it to make sense to me. Evaluate new ideas against	Know the goals and criteria for success Use reading, writing, and talking to share my understanding with others	Learn content even if it doesn't appear to be relevant at the moment as it may be critical later in life Understand that innovation is
what I know and, if necessary, make changes.	Understand that models and direct support helps me learn	built off of deep understanding in content
Understand that technology is an important tool that can impact me and others personally.	important ideas.	Am able to express my understanding of subject matter in many different ways
	Show understanding in many different ways	

Ross School District
Board of Trustees
Strategic Planning
3.11.15
Critical Friends Feedback

Five Common Learning Outcomes

- 1. Confidence
- 2. Compassion/Empathy
- 3. Collaboration
- 4. Creative Problem Solving
- 5. Critical Thinking & Academic Competency

Defining Attributes

1. Confidence

- The idea of understanding your own learning process and using that process to navigate learning experiences (in and out of the classroom)
- The disposition, knowledge, and skill set to seek and utilize feedback to continually learn
- The disposition, knowledge, and skill to find and utilize strategies to persist in challenging situations

 (expressing grit)

2. Compassion/Empathy

- · Seeks understanding of others through listening, questioning and paraphrasing.
- Recognizes and values diversity of opinions, cultures, and ethos through various forms of expression
- Recognizes the impact ideas and actions have on people, groups, and the local and global community

3. Collaboration

- Recognizes role of self in enhancing or hindering progress in social situations (e.g. problem solving, offering and receiving feedback, and engaging in conversation.)
- Recognizes the importance of building and strengthening relationships in social situations as well as addressing challenging tasks.
- Utilizes skills to strengthen relationships, build teams, and support communities

4. Creative Problem Solving

- Uses problem solving or decision-making processes when solving encountering existing and new situations.
- Expresses ideas that integrate various subject areas, contexts, personal expression, and juxtaposes theory and human emotion.
- Understands "the box" and can provide several solutions that convey and counter "the box" solutions.
- Actively seeks and multiple tools and resources to solve problems

5. Critical Thinking & Academic Competency

- Developed level of basic and advanced knowledge and skills in core academic areas.
- · Relates ideas in various academic areas to construct meaning of key academic principles
- Applies understanding in numerous and diverse ways that are illustrative of and unique to social, educational, and economic expectations in the 21st Century.

Theory of Action

If learners develop confidence in their learning, compassion for others, the knowledge and skills to collaborate, engage in creative processes to solve problems and develop a command of academic knowledge and skills, then they will successfully engage in postelementary life and beyond with heart and mind.

Outcome	Teacher/Parent	Learner Description
Collaboration	 My child has a positive social experience in the classroom <u>and</u> on the playground. engaging with others in a learning process where each person's voice is heard and contributes to solving problem/producing outcome 	 working well with others made rules to work together so we can all be able to solve the problem "I work with (name) and (name) to do/solve/make (project)." we got together and decided on the rules of the game and the boundaries and all agreed I enjoy working in teams in the classroom and I feel that play is fair on the playground I listened to A, B, C I worked with X, Y, Z
Confidence / Grit	 consistent stick-to-it, with breakthroughs students are allowed to fail, but given tools and encouragement to persist until understanding of the concept is reached my child feels confidence to advocate for self in the classroom, with the teacher, and on the playground ability to persevere even when things don't come easily the knowledge that you are able to learn/solve/create because you have the skills/knowledge to determine what you need to know and how to gain that knowledge to be resilient and learn through failure 	 able to work confidently through all situations, academic or personal confidence that with effort, I have the ability to overcome anything willingness to take a risk, maybe fall down, but I am confident I know how to get up and run my partner and I had to rebuild our science experiment 10 times until it finally worked. It took us 5 hours over a week, be we persevered and jumped up and down when it finally worked! I feel I can ask my teacher for what I need. I can stand up to and for others in social and classroom situations. I don't give up; I keep trying until I accomplish my goal I know what to do when I don't understand something; I don't give up; I ask for help and know where to look for answers. It's okay to failyou can always try again. didn't agree with the group, so she's doing an independent project to support her theory Look, my test score improved by 50%! I was able to complete the whole test/project this

I learn something from all subjects I learned what I need to know and I learned as		 my student was challenged up to his/her potential (key word!). 	Content
I am a good peer, learner, friend I care about myself, others and my world. I will stand up if I see wrongs		 empathy, strength, honesty, responsibility 	Character
happy in all academic environments school is inspiring; I can learn so many things; every day is exciting Thursday is my favorite day because we have STEM I am excited to come to school each day. Each day I feel like I am growing my brain.		 My child enjoys going to school and is being challenged academically. 	Enjoy Learning
feeling compassion for others the ability to put myself in someone else's position and see things from their point of view I feel badly for (name) because her sibling is more confident and does better and it must be hard I can put myself in someone else's shoes and understand how they fell; I understand that it's not just about me		 to be able to understand how others feel; to be aware of the bigger world around each individual 	Empathy
able to work through any problem at a level I feel confident I know that I need different skills to solve different problems and I can step back and look at the whole problem before breaking it down into its parts taking an inventory of both the internal and external situation, understanding the problem/goal, then utilizing the tools I've been given to respond skillfully. And it's all very fun and stimulating you see! this didn't work because tomorrow we are trying	0 0 0 0	 to look at the problem "out of the box;" have a menu of skills to choose from to solve a problem the ability to question and analyze 	Critical Thinking
time!			

<u>1944</u>		
	Spirit of Community	
	•	•
	demonstrated empathy in the classroom and playground	the basics of knowledgehow to read, write, solve math problems; you need the basics to move forward
	 my life is beyond myself; I am not an island in a vacuum; what happens to others eventually impacts me 	much as I can



To: Board of Trustees

From: Chi Kim, Superintendent CC: Dr. Michael McDowell

Date: January 27, 2015

Re: February 11, 2015 Strategic Planning-Pre-Reading List

Per the discussion at the January 14, 2015 Board meeting, the following books have been ordered for you. The following is a list of reading to set context and framework for reflection and dialogue for the 2015-2020 Strategic Planning process. The other books have references to the most recent research and latest trends which are impacting the world and how today's students will be prepared for jobs that aren't even in existence today. Enjoy the reads!

1. Mindset - The New Psychology of Success

(Carol S. Dweck, Ph.D.)

- How Children Succeed Grit, Curiosity, and the Hidden Power of Character (Paul Tough)
- 3. Visible Learning A Synthesis of Over 800 Meta-Analyses Relating to Achievement (John Hattie)
 - Chapter 3 The Argument; pages 22-38; page 261 lower half of page
- 4. Visible Learning and the Science of How We Learn

(John Hattie and Gregory Yates)

- Introduction; pages xii-xiv (Principals 1-9)
- Chapter 24 Confidence and its three hidden levels; pages 215-227
- Chapter 31 IKEA, effort, and valuing; pages 306-313
- 5. Creative Confidence Unleashing the Creative Potential Within Us All

(Tom Kelley and David Kelley)

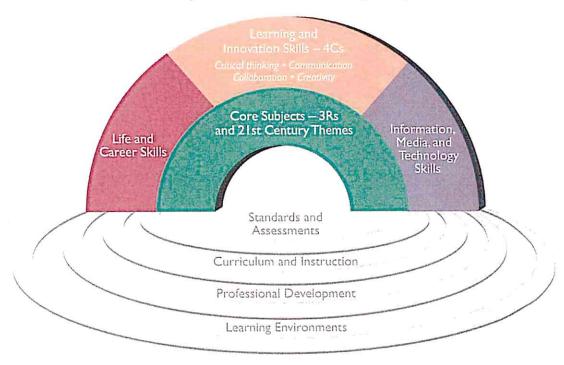
- Chapter 1 Flip-From Design Thinking to Creative Confidence; pages 13-35
- Chapter 2 Dare-From Fear to Courage; pages 38-65
- 6. The Way of Mindful Education Cultivating Well-Being in Teachers and Students (Daniel Rechtschaffen)
 - Part 1 Why Mindful Education Matters: The Way of Mindfulness; pages 3-18
 - Part 2 Begin With Yourself: Cultivating Heartfulness; 57-82
- 7. Framework for 21st Century Learning (Partnership for 21st Century Skills)
- 8. TED Talks to view sent via email
 - Dr. Angela Duckworth Grit
 - Dr. Carol Dweck Mindset



Framework for Ist Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



2 IST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Publication date: 03/11

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- · Financial, Economic, Business and Entrepreneurial Literacy
- · Civic Literacy
- · Health Literacy
- · Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- · Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- · Flexibility and Adaptability
- · Initiative and Self-Direction
- Social and Cross-Cultural Skills
- · Productivity and Accountability
- · Leadership and Responsibility

2 IST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- · 21st Century Learning Environments

For more information, visit the Partnership's website at www.P21.org.



PARTNERSHIP FOR 21ST CENTURY SKILLS

Member Organizations

- American Association of School Librarians
- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- · Cable in the Classroom
- Cengage Learning
- Cisco Systems
- Crayola
- · Dell
- Education Networks of America
- ETS
- EF Education
- GlobalScholar
- Houghton Mifflin
 Harcourt
- Hewlett Packard
- · Intel® Corporation
- JA Worldwide
- KnowledgeWorks
 Foundation
- Learning Point Associates
- · LEGO Group
- McGraw-Hill
- Measured Progress
- MHz Networks
- Microsoft Corporation
- National Academy
 Foundation
- National Education Association
- netTrekker
- Oracle Education
 Foundation
- Pearson
- PMI Educational Foundation
- Verizon
- Walt Disney Company

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STEIN: 21ST CENTURY COLLEGE, CAREER AND CITIZENSHIP READY





July 30, 2014, Volume 1, Issue 6, No. 17

Driving Question: Why did the Partnership undertake a campaign around 21st century citizenship?

"College and Career Ready" has become the focus of much current education policy, and this is a welcome development. The Partnership for 21st Century Skills has been prodding policymakers for over a decade to focus k-12 education on the actual skills and knowledge students will need, whether for work or further education. However, this focus does miss another critical goal of education--preparing the next generation of citizens. Just as our workplaces need new employees who can critically think, creatively problem solve, collaborate, and communicate, so these skills are essential to a healthy, vibrant civic life. For our democracy to thrive, our students must prepare for the increasingly complex challenges of civic responsibility.

As the demands facing every worker have changed, so have those facing each of us as citizens:

- Our information sources seem infinite, but not necessarily reliable
- Our personal and economic security is tied to understanding and communicating with people from diverse cultures, both across the world and within our own local communities.
- Our capacity to engage in civic life can involve voter registration efforts at our local library or globally organizing humanitarian efforts online
- Our public persona and reputations can derive from those who know us in our geographical communities, or those who know us from our online presence.

Much work has been done to demonstrate students' increased need for:

- · Global competency,
- Digital responsibility and media literacy in the online world,
- Knowledge, engagement and effectiveness in their community and country's civic life.

For today's students, no clear lines separate those activities. Citizenship for these students encompasses all of those competencies simultaneously. Our students may engage in their local communities around a project whose effect will be in another continent, or work on a local

News & Events Upcoming Events Summit on 21st Century Le P21 in the News P21 Blog Blog Authors Press Releases Speakers Bureau P21PD Affiliate Program



BLOG CATEGORIES

Blog Categories

- Assessment
- Blended Learning
- → Book Review
- Brain Research
- Citizenship
- Classroom Practice
- Collaboration
- Communication
- Community Partnerships
- Creativity and Innovation
- Critical Thinking
- Curriculum/Standards
- Digital Learning
- Early Childhood
- Educational Leadership
- P ELL
- **Equity**
- Featured Post
- Global Competence
- Inquiry
- Member Post
- PBL
- Professional Development
- School Change
- Self Directed Learning
- Special Needs
- Teacher Preparation
- Technology

environmental project in their own local community, but collaborate online with peers from all over the world.

- They will seek out and share information online around their civic efforts
- They will need to understand governmental processes, and how to engage in the political process in many different formats-from local leafleting to waging social media campaigns.
- They will need powerful communication skills to organize and motivate others online
- They will employ media literacy skills to collect, synthesize, and produce online information responsibly.
- They will depend on awareness and understanding of diverse cultures to operate within their own local communities, as well as their online global communities.

We decided 21st citizenship requires a comprehensive and realistic definition of the many facets of being an effective and savvy citizen in this century. As result we reached out to civic education organizations, global competency focused groups, as well as those with expertise on "digital citizenship" in our efforts. Our students need a composite of all these to meet the challenges of life in the 21st century.

The good news is students welcome educational opportunities that involve them in the world around them, and focus on 21st century citizenship is also an effective means for engaging students and improving educational outcomes. While students need specific content instruction on civic issues, civic engagement is also a powerful vehicle for delivering instruction in many other content areas. So embracing 21st century citizenship is good practice as well as overall good pedagogical strategy.

Let the new mantra be: 21st Century college, career and citizenship ready.

Barbara Stein is the Director of Strategic Partnerships here at the Partnership for 21st Century Skills (P21). Ms. Stein has been involved with P21 from its very founding in 2002. For many years Barbara Stein led initiatives in the area of educational innovations, education technology, and 21st century skills at the 2.1 million member National Education Association. In that role, she also led the organization's partnerships within both the corporate and non-profit worlds to collaborate on behalf of educational change. She served on the boards a variety of organizations, including COSN, NCTET, and the Alliance for Public Technology. Barbara continues to serve as the Secretary of the Board of the Virtual High School Consortium. At its 2008 Inaugural Ball, NCTET honored Barbara with its Lifetime Achievement Award.

Up Next: Smart Parenting and A Child's Potential, A Book Review

Comments (0)

FEATURED BLOG PO

What makes a school a century learning exemp

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ASSISTMENT

Young: Global Compete P21's Call to Action

READMORE



क्रस्थावववार्यया

To: Board of Trustees

From: Chi Kim, Superintendent

Date: January 14, 2015

Re: Ross School District Strategic Planning

Since the fall of 2012, Ross School District has made tremendous progress and stabilized in all areas from administrative leadership to teacher supports. But most importantly, as a team, we have focused on the learner. The Strategic Plan guides the "Why and What" of the district to focus on our learners to be engaged, thoughtful students and citizens. Under the direction of the Superintendent the staff engages in the work of the "How" to actualize the goals and objectives for extraordinary outcomes for all students. A key strategic priority has been to invest in our teachers and support staff. This support is ongoing and aligned with the teacher evaluation system and long term planning of professional development. Some structural elements that have supported this endeavor are consistent and embedded feedback and coaching cycles, common planning time, building teacher cadres with other districts, and creating partnerships with experts in the field of education. We are incredibly proud of the work to date.

As we enter the next five years of our work to educate the youth of the Ross School, it is time to update and refresh this guiding document. The strategic priorities the Board of Trustees continues to impact how we do our work. Focusing on innovation, differentiation and culture by investing in and supporting teacher talent and excellence have profoundly changed the trajectory of Ross School.

The goal of the district is to have a coherent system of supports that continue to develop habits of heart, mind and action of the students we serve. Our goal should be to maintain elegant simplicity so that every student, staff member, parent and community member knows what we stand for and what we want for all of our students.

Student centered decisions focusing on 21st Century Skills that lead to global citizenship, (hands on, project and problem based, global citizenship, STEAM, design, SEL and Service) and investing in excellence should continue to be central to our daily work.

The Strategic Plan for 2015-2020 should include forward thinking strategic priorities that are focused solely around what skills (cognitive and non-cognitive) we expect every learner throughout their K-8 experience to possess as they graduate from Ross School. Accountability measures to monitor and track success of implementation of the plan and a mechanism to communicate progress and next steps will also be included in the plan.

In order to have a coherent system of supports, the governance calendar, LCAP goals, Single Plan for Student Achievement (SPSA), report cards, enrichment programs, and parent education should be aligned with the Strategic Plan.

Targeted themes for the Ross School District should remain constant in order for consistent progress to be maintained.

Innovation – How do we increase student engagement and rigor to prepare learners for college and career?

Differentiation – What learning matters? How do we meet the needs of individual learners in the context of a collaborative environment?

Culture – What non-cognitive skills and supports do learners need to thrive as a learner and global citizen?

Timeline:

- Process Goal #1 Create a success criteria for our graduate profile.
 - o Review & develop student profile
 - o Anchor to Heart Mind Action (Motto)
 - o Trustees, Staff, Students & Parents
- Process Goal #2 Survey all constituents with Healthy Kids Survey from WestEd to conduct a state normed criteria on culture and climate to guide strategic initiative in culture.
 - o Survey end of January results returned March
 - o Staff, Students & Parents
- Process Goal #3 Engage in design thinking protocol to engage the community in Creative Confidence
 that identifies and begin creative problem solving for our biggest barriers and challenges as related to
 culture and climate.
 - o March 16th Pupil Free Day
- Process Goal #4 Develop clear and concise strategic objectives that focus solely on learners based upon feedback, data and reflection. Present draft Strategic Plan to Board of Trustees
 - o May 13, 2015
- Adopt Final 2015-2020 Strategic Plan
 - o June 17, 2015

A series of texts, Ted Talks, and documents will be used to guide all discussions.

These are few of the references that will guide discussion and reflection:

- Common Core State Standards (CCSS) ELA, Math
- Next Generation Science Standards (NGSS)
- Visible Learning Dr. John Hattie
- Framework for 21st Century Skills Partnership for 21st Century Skills
- Mindset Dr. Carol Dweck
- Grit Dr. Angela Duckworth
- Mindfulness Strategies in Schools
- Creative Confidence Tom Kelley & David Kelley



Ross School District Strategic Plan

Board Approved: 10/10/12 Board Revision Approved: 9/11/13

School Years: 2012 - 2015



Vision

We are an exceptional learning community that connects children to the world by keeping their hearts, minds and actions at the center of all we do.

Mission Statement

To engage and inspire each child to become an independent, creative and high achieving student as well as a critical thinker, effective communicator and empathetic human being.

Core Values: The beliefs expressed by our parents, community, teachers and staff:

"R I3 S E"

R: Respect

- Respecting the developmental stages of childhood
- · Education as a respectful partnership: student, home, school, community

I³: Integrity

- Integrity, honesty, transparency, and respect
- · Teaching and modeling character
- · Decisions based on what is best for children

Innovation

- Continuous improvement and innovation
- Curiosity and love for learning

Individuality

- · Acknowledging and addressing the individual learning styles of our students
- · Supporting all children to achieve the Ross School Student Profile

S: Support

- · A small community school with small class sizes
- · Strong community support and involvement
- A global perspective
- Making a positive difference for others and the world

E: Excellence

- · Excellent teachers as the key to an outstanding education
- · Strong academics and program

Student Profile

Ross School students of the 21st century, through their efforts and exposure to rigorous and robust learning and a strong value system will become well-educated. They will become:

1. Critical and Creative Thinkers who will...

...analyze, reflect upon and synthesize information to make effective decisions. Educational experiences will foster students' natural curiosity to discover new insights.

2. Effective Communicators who will...

...confidently receive and express ideas and information. Students will learn a variety of methods to successfully convey their ideas to others.

3. Problem Solvers who will...

...work individually and collaboratively to identify, evaluate and resolve challenges. Students will use problem solving skills to address current, future and global issues.

4. Self-Directed and Resilient Learners who will...

...optimize opportunities and overcome obstacles. Students will be challenged to grow intellectually, socially and physically through persistent effort while developing a passion for lifelong learning.

5. Leaders who will...

...be self-motivated, guided by empathy and open-mindedness. Through teamwork they will explore new ideas, collaborate with others and lead by influence.

6. World Citizens who will...

...conduct themselves in an ethical manner that is community-oriented and world-aware. Educational experiences will foster honesty, acceptance and mutual respect.

7. Caring Individuals who will...

...show kindness and sensitivity for the needs and feelings of others. Students practice attentive listening and will exhibit a personal commitment to appreciate and help one another.

8. Healthy, Well-Balanced Individuals who will...

...value their physical, emotional and intellectual well-being. Students will be inspired and will develop a love of learning to promote self-confidence and self-esteem.

Strategies and Objectives

Strategic Initiative #1: Create a teaching and learning environment that utilizes rigorous curriculum standards, assessments and data driven decision making to ensure high levels of differentiated and innovative learning for all students that measure student progress aligned with Common Core State Standards.

- **Objective 1.1:** Revise the district's curriculum to align with Common Core Math and Reading/Language Arts standards.
- **Objective 1.2:** Develop and implement common assessments that inform instructional practices to allow students to master **or exceed** grade level standards.
- **Objective 1.3:** Develop and implement a technology plan (hardware, software, and infrastructure) to support learning, instruction, and assessments.

Strategic Initiative #2: Create and promote a culture where common goals, trust, respect, attentive listening and collaboration guide our conduct and district decision making focusing on the students we serve.

- Objective 2.1: Establish and utilize a central school communication protocol and weekly newsletter – ePocket.
- **Objective 2.2:** Develop and implement a common behavioral expectation system for students with clearly outlined consequences focusing on restorative justice practices.
- Objective 2.3: Continue to work with parent groups to develop a coherent system of supports for school programs and overall school climate to streamline programs and events.

Strategic Initiative #3: Maximize and prioritize financial and organizational resources to support programs, personnel and facilities to support teaching and learning.

- Objective 3.1: Develop and implement internal and external stakeholder communication to build awareness and understanding of the fiscal challenges facing the district.
- **Objective 3.2:** Maintain and develop broad-based campaign to raise sufficient local revenue sources to support district programs beyond the core curriculum.
- **Objective 3.3:** Develop and maintain a capital improvement strategy to ensure long-term sustainability of district facilities and assets.

Strategic Initiative #4: Promote personnel practices to attract, retain and develop the talented educators to create an environment that recognizes and rewards excellence and innovation in the classroom and supports professional development and opportunities for collaboration to enable teachers to achieve extraordinary outcomes for students.

- Objective 4.1: Support professional development opportunities that align with the district initiatives.
- Objective 4.2: Develop and implement a professional development plan and timeline to support teaching and learning aligned to Common Core State Standards implementation, developing differentiated instructional strategies.
- **Objective 4.3**: Engage in solutions orientated RSDTA negotiations to promote and develop continuous professional growth to increase innovative teaching and learning.